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U.S. Children's bureau.

Child care and child welfare.



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U. S. DEPARTMENT OF LABOR

JAMES J. DAVIS, Secretary

CHILDREN'S BUREAU

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CHILD CARE AND CHILD WELFARE

OUTLINES FOR STUDY

Prepared by
The Children's Bureau
United States Department of Labor
in cooperation with
The Federal Board for Vocational Education

SEPARATE No. 3
PLAY AND RECREATION



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FOREWORD.

From institutions that are offering courses for the training of vocational teachers of home economics there has been a very general demand for source material which could be used as the basis of instruction in child care and child welfare. This demand comes because of the emphasis that is now placed upon child care as an important part of the vocational training for home making.

The Federal Board for Vocational Education is charged with the duty of making studies, investigations, and reports which will be of assistance to the States in the establishment and conduct of vocational schools and classes. When deemed advisable, these studies and reports may be made in cooperation with or through other Government departments interested in similar lines of work.

One of the chief functions of the Children's Bureau of the Department of Labor is to make studies and investigations in the field of child care and child welfare. Through a cooperative arrangement between that bureau and the Federal Board for Vocational Education this bulletin has been prepared.

The bulletin deals with the important phases of childhood and is published with the hope that it may serve to stimulate the right kind of instruction in child care as a part of the training for vocational teachers of home economics.

These outlines are not prepared for use directly as lessons. They are not in lesson form, but are published as source material from which the instructor may make her own course.

Many of these outlines will be found to overlap, and it may be that certain subjects are not presented, or at least not given sufficient emphasis. Occasionally slight differences of opinion will be found to exist, for authorities are in disagreement on some of the important points discussed.

Both the Children's Bureau and the Federal Board will welcome frank criticism and constructive suggestions which may lead to an improvement of the teaching of this subject, both in the colleges and in vocational schools of less than college grade.

The preparation of this material has been undertaken by the Children's Bureau of the Department of Labor, under the direction of Dorothy Reed Mendenhall, M. D., assisted by Miss Mercy Beardsley Hooker.

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CHILD CARE AND CHILD WELFARE.

INTRODUCTION.

Children are a nation's most valuable asset, for on their inherent possibilities and their development the future of the State depends. Although the responsibility for the welfare of the child rests ultimately with organized society, or the community, this responsibility has only comparatively recently been recognized in the United States. Investigations have brought to light the fact that a great number of our children are dying needlessly, and that other large groups are subjected to preventable disease and to various conditions injurious to mental and moral progress. A recognition of this has been the basis in recent years for constructive legislation and public and private effort to remedy these conditions. The World War, moreover, revealed evils which have brought about further measures on the part of Federal, State, and local agencies to care for the child population.

I. FUNDAMENTAL RIGHTS OF CHILDHOOD.

Every child has certain fundamental rights. These include:

- A. The best possible heredity.
- B. Basic requirements for health, both physical and mental.
 - 1. Breast feeding if possible; otherwise feeding under direction of physician.
 - 2. Proper and sufficient food.
 - 3. Correct hygienic care and training.
 - 4. Protection from communicable diseases.
 - 5. Treatment of remediable defects.
- C. Normal home life.
 - 1. Sufficient income for the needs of the family.
 - 2. Decent, clean home, not overcrowded.
 - 3. Parents with an appreciation of their duties, making an effort to fulfill them.
- D. Education.
 - 1. Schooling at least nine months a year, either full or part time, up to 18 years of age.
- E. Opportunity for play and companionship.
- F. Protection from child labor.
- G. Moral and religious training.

II. THE HOME AND THE CHILD.

- A. Family life is the highest and finest product of civilization.
 - 1. The family has developed as a result of the need of the child for long-continued care and protection.
 - 2. Family life is the medium through which the development of the child naturally takes place.
 - 3. The early years of a child's life, which are recognized as of great importance from the point of health, education, and training, are the years when the child is most completely under the influence of the home.
 - 4. The stability and progress of a nation depend on the character of the homes in which its children are reared.
- B. Protection of the home is necessary.
 - 1. By the parents.
 - 2. By the community.
 - 3. By National, State, and local legislation.
- C. Conditions menacing the stability of the home are:
 - 1. Divorce, separation, and desertion.
 - 2. Delinquency, drunkenness, and immorality.
 - 3. Poverty and shiftlessness.
 - 4. Unemployment and low wages.
 - 5. Mental defect and insanity.
 - 6. Sickness and death.

III. THE PARENTS AND THE CHILD.

- A. Parents owe their child—
 - 1. Good heredity, mental and physical health.
 - 2. Happy, wholesome environment.
 - 3. Best care and training of which they are capable.
 - 4. Sympathetic understanding and love.
 - 5. Good example.
 - 6. Fullest possible preparation for life.
 - 7. An opportunity for proper companionship.
- B. Parenthood is a profession, and as such demands training.

IV. THE STATE AND THE CHILD.

The duty of society to the child includes :

- A. The establishment of minimum standards for child welfare.
- B. The establishment of means for maintaining these standards.

V. NATIONAL AGENCIES WORKING FOR THE WELFARE OF THE CHILD.

A. Federal agencies.

1. Children's Bureau, United States Department of Labor.
2. Bureau of Education, United States Department of the Interior.
3. Public Health Service, United States Treasury Department.
4. States Relations Service, United States Department of Agriculture.
5. United States Federal Board for Vocational Education.
6. Office of Internal Revenue, United States Treasury Department. (Enforcing Child Labor Tax Law.)

B. Agencies financed by private funds.

Some representative agencies are as follows:

1. American Child Hygiene Association, 1211 Cathedral Street, Baltimore, Md.
2. American Red Cross, Washington, D. C.
3. American Social Hygiene Association, 105 West Fortieth Street, New York, N. Y.
4. Child Health Organization of America, 156 Fifth Avenue, New York, N. Y.
5. Child Welfare League of America, 130 East Twenty-second Street, New York, N. Y.
6. National Child Labor Committee, 105 East Twenty-second Street, New York, N. Y.
7. National Child Welfare Association, 70 Fifth Avenue, New York, N. Y.
8. National Committee for Mental Hygiene, 50 Union Square, New York, N. Y.
9. National Committee for the Prevention of Blindness, 130 East Twenty-second Street, New York, N. Y.
10. National Congress of Mothers and Parent-Teacher Association, 1201 Sixteenth Street NW., Washington, D. C.
11. National Organization for Public Health Nursing, 156 Fifth Avenue, New York, N. Y.
12. National Probation Association, 370 Seventh Avenue, New York, N. Y.
13. National Tuberculosis Association, 381 Fourth Avenue, New York, N. Y.
14. Playground and Recreation Association of America, 1 Madison Avenue, New York, N. Y.
15. Russell Sage Foundation, 130 East Twenty-second Street, New York, N. Y.

VI. STATE AGENCIES WORKING FOR THE WELFARE OF THE CHILD.

- A. State boards of health and bureaus of child hygiene.
- * B. State boards of charities and correction and child-welfare divisions.
- C. State departments of education.
- D. State departments of labor.
- E. State institutions for dependent, delinquent, and physically or mentally handicapped children.
- F. State child welfare or children's code commissions, and other special boards.

VII. LOCAL AGENCIES WORKING FOR THE WELFARE OF THE CHILD.

- A. City and county: Departments of health, divisions of child hygiene, departments of charities, children's institutions, juvenile courts, departments of education, recreation, etc.
- B. Private: Child hygiene associations, health centers, visiting nurse associations, day nurseries, associated charities, children's aid and protective societies, children's institutions, etc.

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PLAY AND RECREATION

SECTION V.—PLAY AND RECREATION.

OUTLINE 1. INTRODUCTION.

The word "play," in its more popular use, not only does not convey the meaning it has come to have in the minds of psychologists and educators, but even carries a suggestion antagonistic to the full significance of the word. Play is sometimes as truly serious, as much concerned with achievement, as directly influenced by ulterior motives, as difficult and heroic in practice, and as contributory to human progress as is work, which is commonly, but often ill-advisedly, contrasted to it. Play, as used in this outline, is not simply an incident in the drama of life; it is rather the thread of the plot itself.

I. SOME GENERAL FACTS ABOUT PLAY.

A. Play is serious.

1. As viewed by the players. Illustrations may be drawn from—

- (a) Personal experience.
- (b) Literature. (See Payne, p. 128; Froebel, pp. 40-127; Sully, p. 65; Lee, pp. 1-4.)

2. As viewed by the onlooker. Illustrations may be drawn from—

- (a) Personal experience.
- (b) Literature. (See Collier and Barrows; Rapeer, pp. 309-409; also Lee, pp. 228-246.)

B. Play is concerned with product and result. Illustrations may be drawn from—

1. Personal experience.

- (a) Objectively.
 - (1) Making things to use: bows and arrows, kites, boats, huts, etc.
 - (2) Nutting, berrying, gathering flowers, collections, etc.

- (b) Subjectively.

- (1) Achievement, prestige, etc.

2. Literature. (See Lee, pp. 246-254.)

- C. Play is not pursued just for fun: it is not always simply pleasurable, but may involve pain (note derivation of word "agony"). Illustrations may be drawn from experience:
1. Wrestling, boxing, racing, football, etc.
- D. Play courts the difficult and heroic. Illustrations may be drawn from—
1. Hardy games, sports, dares, "stunts," etc.
 2. Play ideals of boys and youth.
 3. Literature. (See McKenzie, pp. 19, 24, 25, 27; Johnson, George E.: "The fighting instinct, its place in life.")
- E. Play contributes directly to human progress. Illustrations may be drawn from—
1. History.
 - (a) Darwin's play led to scientific research.
 - (b) Wright brothers' kite play led to first successful airplane, etc.
- F. Play can be taught without destroying the spontaneity of play. (See Gulick, *The Doctrine of "Hands Off" in Play*; Lee, pp. 215-217; Curtis, pp. 179-246; also Johnson, "Why teach a child to play.")
1. Play has always been taught (illustrate).
 2. Supervised play increases "freedom" (illustrate).
 3. Coach is welcomed by boys.

II. DIFFERING VIEWS OF PLAY.

- A. Play is incidental.
1. This view regards play as a mere incident in childhood of no special moment.
 2. This idea is rapidly disappearing.
- B. Play is recreational.
1. This view regards the value of play as consisting in physical restoration of depleted powers.
 2. This idea is very common.
- C. Play is an essential element of growth and development, physical, mental, and moral.
1. This is the only adequate view of play and is rapidly extending.

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OUTLINE 2. NATURE OF PLAY.

The educational value of play was understood by many philosophers and writers of earlier times. They said many significant things about play, but no attempt was made to give a scientific explanation of play until modern times. Various theories have been advanced, notably those of Spencer, Schiller, Groos, and Hall. While these explanations of play differ in important respects, each has contributed to a better understanding of this special phase of life. All agree in explaining play from a biologic as well as a physiologic and psychologic point of view. Incidentally, the sharp contrast between play and work has been broken down and play has been accepted as one of the efficient means of achievement in education and in later life.

I. EARLIER VIEWS OF PLAY.

- A. Plato advocated education by plays and games, emphasized freedom, and regarded play as preparation for future occupations. (See Plato, *The Laws* I, p. 643, VII, p. 797; Compayré, p. 33.)
- B. Quintillian advocated education by means of play and emphasized the value of approbation and consciousness of growth. (See Compayré, p. 49.)
- C. Fénelon advised instruction through play and discountenanced an unwise distinction between play and work. (See Compayré, p. 177.)
- D. Comenius said that play was the most important thing in the child's life and that the greatest service which parents could render their children was to encourage play. Play must be supervised, and joyousness is the life-spring of the child. (See Monroe, p. 117.)

- E. Rousseau said that the native tendencies of children were all good. Education should be through play. The child's play is purposeful. Play and work are identical to the child. The heart is the measure of learning. (See Payne, pp. 144, 127, 128.)
- F. Schiller said that play applies to the moral and spiritual nature as to the mental and physical. Play is growth. In play is the genesis of art.
- G. Froebel said that play is growth. Play proceeds from the nature of the child. Play is spiritual as well as physical. Play is an epitome of human activity. (See Froebel, pp. 40-127.)

II. LATER THEORIES OF PLAY.

- A. State offhand your own explanation of the phenomenon of play.
 - 1. Why do children play at all?
 - 2. What is the explanation of the forms their play activities take?
 - 3. Why do adults play at all?
 - 4. What is the explanation of the forms their play activities take?
 - 5. Why do adults pursue some of the play activities that children follow, but not others?
- B. Surplus energy: Richter, Schiller, and Spencer.
 Play is due to overflow of energy. (See Groos, pp. 1-24.)
 (How might this theory be modified?)
- C. Recreation: Lazarus.
 Play is due to the need of recreation. (What helpful elements, if any, are there in this theory? What objections might be made to it?) (See Groos, pp. 1-24.)
- D. Instinct: Groos.
 The origin of play is instinct. Play is not due to youth; youth follows from the need to play. Play is a preparation for future serious occupations. (See Groos, pp. 25-81.) (Are there limitations to or weaknesses in Groos' theory?)
- E. Racial memory: Hall.
 Play is due to the motor habits of the past of the race persisting in the present. Play is backward looking, not forward looking, as Groos regards it. (See Hall, pp. 202-236.)
- F. Relaxation: Patrick.
 The play of children is one thing; the play of adults is another. Play of children is due to the fact that they can not work; play of adults is due to the need of relaxation. (In what respects, if any, does Patrick agree with views previously mentioned?) (See Patrick, pp. 29-95.)

G. Growth: Lee.

Play is growth. (How does Lee differ, if at all, from Groos? Is Lee's view consistent with Hall's and Patrick's?) (See Lee, pp. 5-7; 57-61.)

H. Structure-function.

The explanation of play phenomena, as in the case of animal behavior in general, must be sought in organic structure. Play activity varies as the structure of the animal varies; "and the minuteness of adaptation thus shown in the way of structure knows no bounds." (See James, vol. 2, p. 384.)

1. Each individual human begins in the lowest form of animal life and progresses through essential forms to birth, then to maturity.
2. Every stage of individual human development is accompanied by change in organic structure and change in characteristic predispositions.

(a) Instinct, as the word is commonly used, may be defined as the inherited predisposition of an organism toward a particular type of unlearned response to a state or situation.

(1) Acquired predispositions are inherited predispositions modified by experience.

(2) Inborn predispositions are not supplanted, but are adapted in the process of forming acquired predispositions.

3. Play may be regarded as the activity in which the predispositions, inherited and acquired, find appropriate expression.
4. The play of man, then, is an activity for which the individual is first biologically adapted, then physiologically fit, and finally psychologically inclined.
5. It is not due to surplus energy, except so far as is indicated above; it is not an instinct, but all so-called instincts are expressed in it; it is not due to inherited or racial memory, of the existence of which we have no adequate proof; it is not growth, but includes growth; it is not due to need of recreation nor to need of relaxation, but these are frequently accompaniments of it.
6. In the case of adults, it is sometimes atavistic, but normally it is structure-functional; it may be recreational or educational, or both.

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III. PLAY AND WORK.

The frequently ill-advised contrast between play and work is due partly to the fact that "play" in the popular meaning is mainly used objectively as referring to the activity, while the psychologist or educator is more apt to use the word subjectively as referring to the mental attitude in the activity. There is no objective criterion that may be applied to distinguish play from work; the only criterion is a subjective one.

This subjective criterion, however, is not simply a superficial psychologic attitude; it is the result of biologic and physiologic as well as of psychologic factors.

Play may be regarded as an activity in which the predispositions find appropriate expression. Work may be regarded as an activity in which the predispositions do not find full and appropriate expression. Play and work differ in the degree in which they are activities for which the individual is biologically adapted, physiologically fit, and psychologically inclined. The play of children, since it conforms to the changing structure of developing organs, has great developmental and conservational value beyond that of work. Educationally, also, play rather than work is the line of least

resistance, least fatigue, greatest plasticity, greatest intensity, and greatest interest. Vocationally, work is less fatiguing, more intense, more interesting, and more efficient, as it conforms to the characteristic of play. More specifically, any act tends to fall under play or work as it is conditioned favorably or unfavorably by the following factors:

A. Biologic.

1. Structural predisposition. (See Carr, cited above, pp. 1-47; also Dearborn, p. 38.)
 - (a) State of nascency.
 - (b) High plasticity of nerve cells.
 - (c) High irritability of nerve cells.

B. Physiologic.

1. Surplus energy.
2. Expansive and extensive movements.
3. Favorable neuro-muscular conditions.
 - (a) Skill.
 - (b) Rhythm.
4. Increased nutrition.
5. Increased circulation.
6. Increased gland secretion.
7. Salutary skin action.

C. Psychologic.

1. Lessened conscious inhibition.
2. Stimulation of "predispositions," such as—
 - (a) Hunting.
 - (1) Fighting.
 - (2) Competition.
 - (b) Thinking.
 - (c) Creating.
 - (d) Herding.
 - (e) Nurture.
 - (f) Rhythmic action.
 - (g) Ownership.
 - (h) Approbation.
 - (i) Courtship.
 - (j) Worship.

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OUTLINE 3. USES OF PLAY.

The uses of play have to do with the conservation, development, and education of the native powers and capacities of the individual. In certain respects play is the most efficient means of developing and perpetuating in the individual the fundamental physical, mental, moral, and social capacities of the race. Incidentally, also, directed play provides a safer, saner, and more social expression of many native tendencies that might otherwise be expressed in harmful ways.

I. FUNDAMENTAL USES OF PLAY.

A. For conservation.

Play is the means whereby the essential powers and capacities of the race are conserved in the individual. Play to a large degree determines:

1. Whether any desirable predisposition of man is weakened or strengthened in the individual (whether, for example, an individual becomes weakly or strongly loyal).
2. Whether a better or worse response becomes habituated to a given state or situation (whether, for example, fear or pugnacity is aroused by brutal injustice); or
3. Whether a worthy or unworthy object becomes habitually associated with a given tendency (whether, for example, athletics or fighting provides an outlet for pugnacity).

B. For development.

Play is the natural means for stimulating the best growth and development of the organs and powers. (See Terman; Tyler; also Johnson, George E.: "The playground as a factor in school hygiene.")

B. For development—Continued.

(a) Factors in development. Note the relation of play to the several factors—

- (1) Heredity.
- (2) Food.
- (3) Air.
- (4) Sunshine.
- (5) Exercise.

C. For education.

(a) Physical.

Of the first five great systems of physical education, namely, the Greek, Mediaeval, British, German, and Swedish, the first four were based largely on play: the Swedish, in recent years, has increasingly made use of plays and games. (The relative physiologic effects of play and gymnastics should be compared; also the relative psychologic effects of play and gymnastics.) (See Hartwell; Johnson, "Play in physical education"; also Lee.)

(b) Mental.

The relation of motor activity and motor development to mental activity and mental development should be discussed. (See Mosso; Waddell; also Hancock.)

(c) Moral.

Is man's moral nature, as is his physical, the result of evolution? Has the moral nature relationship to structure and predispositions? Does the moral nature change at all with changing phases of physical growth and development?

If so, efficient moral training consists in habituating the native and acquired predispositions to respond. (See Topic I, A.) (See Coe; Herbert; McDougall; O'Shea; Paton; Sisson; also Waddell, pp. 255-278.)

(d) Social.

The socializing influence of play should be discussed. (See Coe; Herbert; McDougall; O'Shea; Paton; Waddell, pp. 255-278; also Gulick.)

II. INCIDENTAL USES OF PLAY.

1. Recreational.
2. Substitutional.
3. Prophylactic.
4. Cathartic.
5. Corrective.
6. Vicarious.

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OUTLINE 4. PRACTICAL APPLICATION OF PLAY IN CHILD DEVELOPMENT AND CHILD TRAINING.

The practical application of play involves a perspective of the chief types of reaction universal among normal children. These may be classed roughly under "primary play responses" and "secondary play responses." Illustrations of these responses in children may be readily observed by students and easily classified under suggestive headings which are given in the chart and repeated in the text. In this way the student may become familiar with all the chief types of the play of children and youths. The secondary play responses, particularly, will be seen to run parallel with all the great lines of human endeavor and achievement to-day and to tend to establish in the individual certain permanent interests which are identical with those of the present workaday world of adults. Habits corresponding to the type of reaction persisting will be formed, such as those suggested in the chart. Observation and reading along the lines of even a few of the references given and the following out of the suggestions of the text as to practical work will easily clarify the general outline and make it a practical working guide to play leadership, whether in the home, school, or playground.

I. SUGGESTIVE CHART OF THE STRUCTURE-FUNCTION BASIS OF PROCESSES AND BEHAVIOR.**A. Structure.**

1. The physical organism.

B. Functions, including—

1. Vital processes (depending upon food, air, sunshine, exercise).
2. Growth.
3. Reactions to stimuli (the so-called instincts, of self-preservation, self-expression, and race perpetuation) resulting in—

C. Primary play responses.

1. Play of the body and members.
2. Play of the senses.
3. Play of the emotions.
4. Play of the higher mental powers.

The primary play responses develop tendencies toward—

D. Secondary play responses.

1. Hunting.
2. Thinking.
3. Creating.
4. Herding.
5. Nurturing.
6. Rhythmic action.
7. Ownership.
8. Courtship.
9. Approbation.
10. Worship.

The secondary play responses result in—

E. Permanent interests.

1. Physical interests.
2. Intellectual interests.
3. Constructive interests.
4. Moral and social interests.
5. Story interests.
6. Dramatic interests.
7. Art interests.
8. Property interests.
9. Nature interests.
10. Music interests.
11. Family interests.
12. Political interests.
13. Religious interests.

Pursuit of permanent interests forms—

F. Habits and traits, corresponding to type of reaction persisting, such as, for example—

1. Pugnacity, courage, heroism, or lack of such.
 2. Resentment, sense of fairness, justice, or lack of such.
 3. Cooperation, loyalty, patriotism, sacrifice, altruism, or lack of such.
 4. Self-preservation, self-respect, self-control, temperance, honor, dignity, or lack of such.
 5. Obedience to command, rule, law, ideal, conscience, or lack of such.
 6. Alertness, interest, studiousness, or lack of such.
 7. Admiration, respect, reverence, worship, or lack of such.
 8. Affection, love, gentleness, devotion, or lack of such.
- And many others.

II. DISCUSSION OF CHART.

A. Structure.

Structure is the inherited organism, determining the natural behavior of the individual.

B. Functions. Functions of the individual include:

1. Vital processes (depending on food, air, sunshine, exercise).
2. Growth. (See Section II, Outline 1.)
3. Reactions to stimuli, resulting in primary and secondary play responses as discussed below. (See Section IV, Outline 2, Topic 1, A, 4; Outline 3, Topic II, F; Outline 4, Topic III, B; Outline 6, Topic I, D.)

C. Primary play responses.

All normal children exhibit various responses to stimuli as indicated in the suggestive diagrammatic outline:

1. Play of body and members.

The tendency of motor structure to function in movement as illustrated in the impulsive, reflex, and instinctive movements of infants should be noted. These comprise the elements of all later willed movements. Impulsive, reflex, and instinctive movements should be distinguished. (See Tanner, pp. 275-289.)

(a) Random movements.

- (1) Impulsive.
- (2) Reflex.
- (3) Instinctive.

(b) Control of body and members.

- (1) Equilibrium.

The first plays serve in getting control of equilibrium: sitting up.

C. Primary play responses—Continued.

1. Play of body and members—Continued.

(b) Control of body and members—Continued.

(1) Equilibrium—Continued.

pulling self up, or holding in standing position, and in standing alone. Control of equilibrium continues in more and more difficult ways in later play—as will be seen.

(2) Locomotion.

(a) Creeping. (See Tanner; also Dearborn.)

"It is a great treat to watch a creeping child." The child shows great excitement in learning to creep. How does a child creep? Seven different ways of creeping are mentioned. Why does child creep? Does child creep without a definite purpose? Needs and opportunities for creeping should be discussed. Infants and house babies are at a disadvantage. (See Tanner, p. 134; also Dearborn, p. 97.)

(b) Walking and running.

Children learning to walk should be observed. Is walking a play? Does the child sometimes walk just for the sake of walking, or always from a desire to go somewhere? Different varieties of walking and running are purposely increased by children.

- (1) In different places—
- (2) On different kinds of surfaces—
- (3) In different kinds of shoes, boots, etc.,
- (4) In different ways—
- (5) On toes, heels,

C. Primary play responses—Continued.

1. Play of body and members—Continued.

(a) Control of body and members—Continued.

(2) Locomotion—Continued.

(b) Walking and running—Con.
side wise, back-
ward, h o p p i n g,
etc.

(3) With apparatus—
stilts, skates, etc.

(4) Rhythmic walking—
skipping, march-
ing, dancing.

Physical significance of walking plays should be noted; they involve fundamental muscle groups of the greatest value physiologically. Walking and running plays are specially valuable on account of tendency to separate brain and brawn in present-day work. Lists of illustrations of the types mentioned above should be described and discussed. Ways in which walking plays may affect mental development should be mentioned. Moral implication should be noticed in the walking plays. Some practical applications should be suggested of walking plays, as

C. Primary play responses—Continued.

1. Play of body and members—Continued.

(b) Control of body and members—Continued.

(2) Locomotion—Continued.

(b) Walking and running—Contd.
in gait—talking,
use of playground
apparatus, skating,
marching, cantering,
walking clubs, etc.

(c) Jumping.

In what ways do little
children jump?

(d) Climbing.

Observe the climbing
plays of little children.

(e) Swinging.

What constitutes the fasci-
nation of swinging for
children? What is the value
of swinging? Are there
any objection to swinging?
(See Lee, pp. 118-151.)

(f) Swimming.

In tropical countries,
children learn to swim al-
most as soon as they learn
to run. What is the secret
of the passionate fondness
of children for swimming?
What is the educational
value? Relation of age to
learning to swim. (See
Johnson, George E.: *Edu-
cation through Recreation*,
pp. 20-21.)

(g) Riding.

Ways and value of riding
should be discussed. Moral
as well as physical effects
should be described and dis-
cussed.

(3) Control of speech organs.

What is the structural basis of
speech? The first attempts at lan-

C. Primary play responses—Continued.

1. Play of body and members—Continued.

(b) Control of body and members—Continued.

(3) Control of speech organs—Continued.
 guage of infants should be observed, as in the cry, various tones, gestures, babbling, rhythmical repetition of syllables, imitation of sounds, and the like. Examples of invented language should be noted. (See Wadde, pp. 151-184.)

(4) Control of matter by body and members.

The spontaneous acts of children should be observed, such as—

- (a) Clinging.
- (b) Grasping.
- (c) Lifting.
- (d) Placing, piling up things—blocks, etc.
- (e) Pushing.
- (f) Pulling.
- (g) Kicking.
- (h) Throwing.
- (i) Striking and pounding.
- (j) Shaping sand and dirt.

(5) Gymnastic stunts. (See Johnson, George E.: "Education by plays and games.")

The gymnastic feats of children of different ages should be observed. List of illustrations of types of play (see Topics (3), (4), (5)) should be made.

2. Play of the senses. (See Tanner; also Groos, pp. 7-73.)

Experimentation of children with the various senses at different ages should be observed.

- (a) Touch.
- (b) Sight.
- (c) Hearing.
- (d) Taste.
- (e) Smell.

3. Play of the emotions. (See Groos, pp. 158-168.)

The way in which emotions of children are aroused in their plays and games should be observed; also the

C. Primary play responses—Continued.

3. Play of the emotions—Continued.

way in which certain emotions are voluntarily excited by children.

4. Play of the higher mental powers. (See Groos, pp. 121-157.)

The plays of children at different ages, stimulating remembering, imaging, reasoning, and willing should be observed. Lists should be made. (See Johnson, George E.: "Education by plays and games," pp. 186-193.)

D. Secondary play responses

The primary play responses invariably develop tendencies toward what, by many writers, are regarded as special instincts, but which we may refer to as secondary play responses. These secondary play responses are by no means clearly differentiated one from another; very seldom, if ever, do they act alone. These and the primary play responses have many roots in common, as indicated in the chart. (See Topic 4.)

1. Hunting, fighting, and competition.

(a) Hunting.

The activities of children, beginning with infants and continuing with respect to older children. (See James, vol. 2, pp. 411-456; Lee, pp. 13-18, 465-467, 494; Thorndike, vol. 1, pp. 52-104, 129, 267.)

Hunting takes many forms: Hunting animals, fishing, general searching in fields and woods; hunting and catching of insects, beetles, eggs, flowers, insects, etc. Note relation to science, also relation of mental growth to hunting. Conductions, riddles, and other mental problems. Undirected hunting gradually degenerates to antisocial forms, such as pilfering, stealing, predatory raids, etc.

(b) Fighting.

The manifestations of anger in infants and older children and the mother's reaction to them and attack should be observed. A plan should be drafted with the greatest possible care, as it is the basis of great mental growth. (See Ross, pp. 136-140; Holt, vol. 1, pp. 122-126; vol. 2, pp. 267-268.)

D. Secondary play responses—Continued.

1. Hunting, fighting, and competition—Continued.

(b) Fighting—Continued.

Minor forms of fighting, bickering, "scrapping," quarreling, teasing, and bullying should be noted. What underlies the impulse of bullying? How may undesirable forms of fighting be best dealt with? A list of plays and games adapted to provide desirable outlet for pugnacity should be made. (See Johnson, George E.: "The fighting instinct—its place in life.")

(c) Competition. (See *Cyclopedia of Education*, pp. 5-7.)

(1) The effect of competition when it is introduced into any activity should be noted. A brief list of plays and games should be made as follows:

(a) Noncompetitive.

(b) Competitive and individualistic.

(c) Cooperative competitive.

(2) Some uses of competition.

(a) Quickens the faculties

(b) Stimulates courage and allied virtues.

(c) Can be applied as a stimulus in education.

2. Thinking.

(a) Sense impressions, remembering, associating, and reasoning are inevitable in the normal brain. Curiosity is the effective state of the mind in the learning process. Curiosity is manifested very early in the infant.

(b) The earlier forms of the expression of curiosity have to do with experimentation of—

(1) Bodily movements.

(2) Senses.

(3) Control of matter.

(4) Exploitation of environment, as in hunting.

(5) Experimentation of social environment and persons, as in teasing, fighting, competition, mischief, etc.

D. Secondary play responses.—Continued.

2. Thinking.—Continued.

(c) Roughly, curiously, and tentatively, in a somewhat asocial way.

- (1) In the senses in which the child is "sensitive" to sensations, impressions, and objects, and is "curious" also in the sense of "curious" control of body and members.
- (2) In continued exploitation of objects and movement; particularly skillful manipulation and recreation of the world of sense.
- (3) In a enlarged conception of the use of fundamental powers, particularly relating of such to those of techniques in trials of skill.
- (4) In venturesome, hardy activity and the habitation of all the powers in rigorous, self-sensitive activity; in trials and contests of mental ability, remembering, reasoning, working out puzzles, concluding, repeating, organizing, etc. (See Johnson, George Eli; Education by Plays and Games.)
- (5) In reconstruction of field of knowledge and reorganization of powers to meet the standards of mature powers.

3. Creating.

The primary play responses "control and control of matter by body and members" develop naturally and readily into such constructive plays as molding in sand and clay, building with blocks, building, bead stringing, sewing, crude use of tools, drawing, etc. (A list of illustrations of creative plays of children of different ages should be made. These may be referred to later in the consideration of the constructive interests.) (See Lee, pp. 84-114.)

4. Herding.

(a) Infants very early manifest pleasure in the approach of the mother. Persistent contentment may take the place of fretfulness when the mother is near as early as the fifth month. The first smile is a social expression. (See Lee, p. 74.)

D. Secondary play responses—Continued.

4. Herding—Continued.

(b) The desire for companionship has a biologic foundation. The baby's interest is doubtless related to physical wants. From the second year a gradual association of persons with care, food, protection, etc., is established.

(c) The next conscious appreciation of companionship seems to be associated with play. The child is interested in companions on the basis of what he can do with them. The general characteristic changes of attitude in play companionship may be briefly summarized.

(1) From early infancy to 3 years, the child plays with an adult or older person, or plays at the same things with one or two other children.

(2) From 4 to 6 years he plays with one or several playmates of corresponding age, often combining efforts for a common end. Few, if any, games are attempted without the leadership of elders.

(3) From 7 to 9 years he plays in groups at the same things or for common ends. Games are attempted, the child often attaching himself to other children.

(4) From 10 to 12 years continued interest in individual playmates is shown, but he begins to attach importance to rather permanent groups; interest in adult leadership is relatively small. At this time gang interest takes firm hold. At this age goodness, wealth, social position are of little interest in choice of companions.

(5) From 13 to 15 years new elements come into choice of companions, such as wealth, dress, personal worth, scholarship, etc.

(d) Creating and herding lead to many important plays, such as imaginative creations, imitating, acting a part, dramatic plays, story tell-

D. Secondary play responses—Continued.**4. Herding—Continued.**

(*d*) Creating and herding, etc.—Continued.
ing, competing, cooperating, and others.
(See O'Shea; Puffer; Lee, pp. 62-133; also
Johnson, George E.: *Education by Plays and Games*.)

5. Nurturing.

The nurturing activities of children are mainly included under—

- (*a*) Care of plants.
- (*b*) Care of animals.
- (*c*) Doll play.

The nurturing activities of children should be observed and suggestions should be made as to their use in child training. (See Hall, *Dolls*; Lee, pp. 74-81; 218-227; also Hall, *Adolescence*, vol. 2, pp. 220-229.)

6. Rhythmic action.

Rhythm is frequently present in the movements of infants, also in the babbling and early speech. Intoning, drumming, skipping and dancing provide the elements of the later music interests. Rhythm of movements is also an important element in some forms of skill, endurance, and enjoyment of work. Activities of children which involve rhythmic action should be observed and recorded. (See Lee, pp. 143-165; Tanner, pp. 234-246.)

7. Ownership.

(*a*) Every child longs to possess something as his very own, and nothing brings more quickly a sense of pride and of worth or of extension of personality than ownership creditably acquired. What one possesses becomes, in a way, a part of himself, and the common law protects a man in what he rightly owns, as it protects his person.

(*b*) Ownership developed with the activity of hunting. In its primitive form it is still operative among boys who roam the field and woods. "Finding is keeping." Transfer of claim on an object found to claim on brook or tree or spot where the treasure was found gradually took place. This transfer sometimes occurs in boyhood customs to-day.

D. Secondary play responses—Continued.

7. Ownership—Continued.

(c) Ownership following making also as naturally as it followed finding. To create is to acquire a sense of ownership keener perhaps than that of any other method of gaining possession. Ownership stimulates particularly the tendencies to nurture and to create. (See Topics D, 3 and 5.) (See Johnson J.; Thorn-dike; Tanner, p. 292; also Waddle, p. 216.)

8. Courtship.

It is of importance to appreciate the various influences of sex in children. It is of great importance to find proper ways of bringing the sexes together in play of childhood and youth. Likes and dislikes and differentiations in plays and games of children and youth due to sex should be observed and recorded. (See Tanner, pp. 107-120.)

9. Approbation.

(a) A desire for approval, praise, and admiration, natural to the human heart, is exemplified in many ways in childhood. Every boy is expected to demonstrate his worth in some way to his gang, and he covets the approbation accorded him for successful performance. Public opinion owes its power to the sensitiveness of man to approval or disapproval, and conscience owes its pangs to the fact that one may not hide from self-condemnation for his evil deed, however safely hidden it may be from public knowledge. A wise man remarked that he could convert an unruly gang of lads with a yard of ribbon, and the coveted *croix de guerre* only symbolizes what is perhaps the acme of public approval to the hero who wears it.

(b) Play affords many opportunities for the appeal of approbation. (Ways in which this is illustrated in the plays and games of children and youth should be observed and recorded. Note should also be made of the way this is related to moral codes and social standards. Illustrations should be drawn from personal experience and literature.)

D. Secondary play responses—Continued.

10. Worship.

- (a) There is a strong tendency in children and youth to worship something. This worship may or may not have a religious significance, but the attitude of mind toward the object worshiped is in a sense much the same in any case. The ancient Greeks worshiped deified warriors, and the boys make worshipful heroes of the strong and mighty of the football field and the diamond. (Instances of hero worship in children and youth should be observed and recorded, and note made of the possible ways of utilizing this attitude in education.) (See Lee, pp. 186-192, 316, 324-327.)
- (c) Boys also admire and hang about a man who can make things. The idea of worship has always been related closely to creation. So the child or youth who is engaged in creative work, who realizes his relationship to universal laws and processes, tends naturally to an attitude of mind, in a way, like that of worship.
- (d) This attitude is a powerful incentive to him who experiences it and increases the satisfaction in nurture and creative work of every kind. Nature alone could not have produced the improved domesticated animals, plants, and the mechanical developments that have had so much to do with the advancement from primitive to modern conditions in life. Herein man has become one with the forces of the universe, alike receiving from and extending the process of creation. Through nurturing and creating a child may be made to feel his relationship to universal laws and processes. (See Wolf; also Marot.)

E. Resulting permanent interests.

The primary and secondary play responses tend to establish more or less permanent interests readily recognized. However, these interests can seldom, if ever, be wholly differentiated from each other, and no attempt has been made toward an exclusive classification. The several interests have common roots and overlap. Few activities can be said to be due to any

E. Resulting permanent interests—Continued.

single interest. Roughly, the interests that have been named include every field of human endeavor and achievement.

1. Physical interests.

Here may be included especially those interests which call for vigorous physical activity. (See Johnson, George E.: *Education by Plays and Games*, pp. 84, 85, 87, 90, 91, 95, 96, 97, 156, 157, 158, 207, 208.)

(a) Free play.

Activities of this kind include a variety of plays which children and youth find out largely for themselves in favorable environment. They begin with the activities listed under "Primary play responses," but evolve gradually into higher and more complicated forms in succeeding years. These plays provide, especially, sensory, motor, and emotional experiences fundamentally important in education and leading to possible permanent avocational interests.

(1) An outline should be made of the provisions that should be made to stimulate beneficially the different types of the free play of children, following the list given under "Primary play responses," especially that part included under Topic II, C, 1, b.

(2) It should be shown how these plays are related to the various predispositions mentioned under "Secondary play responses." Their relation to "Permanent interests" and to traits of character and habits formed should also be noted. An outline should be made of a course of plays suited to children of different ages.

(b) Games.

(1) Games peculiarly involve competition and cooperation. They serve especially the following purposes:

(a) To aid essential biologic and physiologic growth.

(b) To make the body the perfect organ of feeling, thinking,

E. Resulting permanent interests—Continued.

1. Physical interests—Continued.

(b) Games—Continued.

and execution, even under stress of great excitement.

(c) To develop the elemental individualistic virtues.

(d) To provide for the expression of the individual in social relations and for social ends. A list of games adapted for these various purposes arranged with relation to various age groups should be made. (See Johnson, George E.: Games That Every Boy and Girl Should Know; Bancroft; Stecher; Sperling; Parsons; Moses; Crampton; Curtis; Gomme; also Johnson, George E.: Education by Plays and Games.) In the selection of games choice should be made with some regard for certain elements that are essential at some period of childhood or youth, as follows:

(a) Agonistic, involving personal encounter of strenuous nature, such as boxing, wrestling, and football.

(b) Athletic, including competitive games with only a slight element of personal encounter, such as baseball, track and field events, rowing, hiking, skating, swimming, etc.

(c) Gymnastic, involving feats of bodily control, strength and agility, such as climbing, tumbling, vaulting, wall scaling, bar and ladder work.

E. Resulting permanent interests—Continued.

1. Physical interests—Continued.

(b) Games—Continued.

(d) Rhythmic, including marching and dancing. See Gullick; also Johnson, George E.: *What to Do at Recess*. (An outline should be made of a course of games suited to children of different ages.)

(c) Athletics.

(1) Athletic standards.

Careful records of the athletic achievements of children from 8 years of age upward have now given us standards of athletic measurement of considerable reliability and significance. These may be used not only for the knowledge they will give of the relative physical efficiency of the children, but also for the stimulus they afford. They may be used as a basis of competition between near or distant groups. (See Brown; Athletic Badge Test for Boys; Athletic Badge Test for Girls; Stecher, pp. 194-195; Official Handbooks; Bancroft and Pulvermacher; also Reilly.) (A comparison should be made of athletic standards with competitive games, as to educational importance. See Johnson, George E.: *Education Through Recreation*, pp. 29-32.)

(2) Intrascchool games.

The types of activities thus far mentioned are not alone sufficient. They need to be supplemented by group contests which involve more keenly the elements of competition, cooperation, and loyalty. These elements are never involved so com-

E. Resulting permanent interests—Continued.

1. Physical interests—Continued.

(c) Athletics—Continued.

(2) Intrascchool games—Continued.

pletely as when the players represent some larger group. Intrascchool competition as between classes gives a greater importance, dignity, and permanency to the teams than is possible under the "scrub" team idea. These intrascchool games may be made to include a very wide variety of sports, both summer and winter, and classes may be so subdivided and groups so arranged as to include every able-bodied boy and girl in one activity or another.

It is possible also through judicious mingling of different ages and abilities, or even of sexes, in the groups, to extend participation in team games almost without limit where otherwise teams would be unequally matched.

(3) Interschool games.

(a) Nature and significance of the athletic interests.

(b) The problem of health.

(c) The interrelation of elementary school, secondary school, and college athletics.

(d) The ethics of athletics.

Interschool games do not exist primarily for physical education, but rather as the keystone of the interest in school athletics and as a basis for the expression of loyalty. Youth will never be satisfied with intrascchool games alone. And it is well that they should not. The physical, mental, moral, and social incentives in athletics are tremendously intensified in interschool athletics. The intense desire to win manifested in interschool games is entirely whole-

E. Resulting permanent interests—Continued.

1. Physical interests—Continued.

(c) Athletics—Continued.

(3) Interschool games—Continued.

(d) The ethics of athletics—Contd. some. Of course, it makes all the difference in the world how a game is won, and unworthy winning, or rather falsely appearing to win, is as bad in athletics as dishonorable acts are anywhere. It is not a condemnation of business that some men are dishonest in it, and it is no condemnation of interschool athletics that some try to win unworthily.

It is not possible to have too keen a desire to win, if that desire is always subordinated to ideals of good sportsmanship. In fact, the great moral opportunity of interschool athletics lies in the intense desire to win and the subordination of that desire to high standards of sportsmanship that will not stoop to conquer. It is on the field of interschool athletics that we have the best opportunity for the training of young men under great emotional stress with relation to ideals and standards of conduct; it is here, better than elsewhere in school work, that education may contribute both to emotional strength and control. And this applies to followers even more, for the ethics of athletics, as has been said, are the ethics of the student body even more than of the participants in the contest. (See Johnson, George E., "A defense of intercollegiate athletics;" Bowen, "Athletics and morals;" Stearns; Stewart; Foster; Ball; Johnson, Franklin W.; Athletic Research Society, Proceedings; American Physical Education Review, Files; also Mind and Body, * Files.)

E. Resulting permanent interests—Continued.

1. Physical interests—Continued.

(d) Miscellaneous activities.

(1) Noncompetitive outdoor interests.

(2) Club activities.

The main problem here is to organize groups under the patronage of the playground or school so as to provide opportunity for more systematic and successful expression of many interests of pupils now but slightly influenced by teachers. Among these are the nature interests: Hiking, bicycling, camping, hunting, etc. Herein lies an opportunity for the teacher who is not skillful or interested in conventional athletics to identify himself with extra-school activities of pupils. The school may also greatly extend its influence in extra-school activities through participating in the already well-organized movements of the Boy Scouts, Camp Fire Girls, Girl Scouts, or others. (See Johnson, George E.: *Education Through Recreation*.)

2. Intellectual interests.

(a) The intellectual interests permeate all fields of human interest, but there is a tendency toward intellectual activity for its own sake analogous to that in the field of the physical interest. All early plays of children, as outlined under "Primary play responses," but specially plays of experimentation with the senses, curiosity, the general process of learning, guessing plays, conundrums, puzzles, mental contests, and mental achievements, exemplify play in this field.

(b) Zest of intellectual hunting and display of intellectual prowess in the activities in the various fields of human interests are to be specially considered, but use should be made of miscellaneous intellectual plays and games of chil-

E. Resulting permanent interests—Continued.

2. Intellectual interests—Continued.

(b) Zest of intellectual hunting, etc.—Continued.

children which make trial of mental alertness, imagining, remembering, and reasoning. (A list should be made of such plays and games from observation of children's play and from consultation of books of plays and games.) (See Johnson, George E.: "Education by plays and games.")

3. Constructive interests.

(a) Rooted in the primary play responses generally, but especially in control of matter by body and members and in play of the higher mental powers, constructive activities, both physical and mental, become a chief field of human activity and endeavor.

(Lists of constructive activities should be made, suitable for children of different ages, from observation of such activities and from consultation of books of plays and games.) (See Johnson, George E.: *Education by Plays and Games*, pp. 90, 98, 158, 222; also Marten; Beard; Miller; also *Young Folks' Directory*.)

4. Moral and social interests.

(a) Morals and codes and social standards are inevitably and strongly affected by play activities. Nothing is of more importance to the student of play than to appreciate the relation of play to character.

(b) Primitive man was predisposed to acts that were biologically and socially beneficial. Intelligence came to recognize such acts as beneficial. Codes and standards developed from such recognition. The individual (varying more or less from the mean) was judged good or bad as he conformed to or departed from codes or standards. These codes and standards helped to confirm the individual in biologically and socially beneficial acts. The diagrammatic outline suggests the relation of play to character. Traits and habits are determined by the type of reaction of the individual persisting through the "primary play

E. Resulting permanent interests—Continued.

4. Moral and social interests—Continued.

(b) Primitive man, etc—Continued.

responses," "secondary play responses," and "permanent interests." (See Chart.) (A suggestive outline should be made of play activities of different ages with reference to the moral implications and the development of desirable traits and habits.)

5. Story interests.

(A suggestive list of stories should be made suitable for children of different ages.) See *Stories and Poems for the Kindergarten*; Cowles; Bryant; Olcott; Wyche; Baker; Partridge; also Lyman.

6. Dramatic interests.

(a) Among the most familiar of the plays of little children are the dramatic and imitative plays, by which children in make-believe enter into almost every occupation and profession of men. The dramatic interest is practically universal and persists in adult life, and some of our more important social and civic problems are related to the drama. This dramatic instinct of children has in late years been very widely used in schools as an aid in teaching reading through story acting, lending great charm to the reading lessons of young children, and also in teaching history and literature. In social work the value of dramatic play for children and adolescents has been widely recognized and utilized. But all this has been little compared to what the school might accomplish. Local and civic problems, as well as educational problems, are bringing home to the attention of the schools this question of the dramatic interests in education. (See Johnson, George E.: *Education Through Recreation*, pp. 75-78; Lee, pp. 107-165; Curtis; Edwards; Wallin; *Young Folks' Directory*; Davol; Chubb; MacKay; Langdon; Lincoln; also Beegle and Crawford.)

7. Art interests. (See Lukens; Barnes; Hall, *Educational Problems*, vol. 2; also Tanner, pp. 333-445; MacKenzie; Clement; Wilson; Waddle, pp. 185-208; also Sargent.)

E. Resulting permanent interests—Continued.

7. Art interests—Continued.

- (a) Students have sought the genesis of art in play. Play offers peculiar opportunities for the development of the art interests. It is important that the attempts of children at art should conform to the spirit of the play. (An outline should be made of the ways and means of utilizing play in the development of art interests.)
- (b) Activities of children that involve artistic representation or decoration.
 - (1) Modeling.
 - (2) Drawing.
 - (3) Painting.
 - (4) Carving.
 - (5) Embroidering.
 - (6) Beadwork.
 - (7) Picture study.
 - (8) Photography, etc.

8. Property interests.

- (a) Ownership of childish possessions extends naturally to interest in conventional property. Opportunity in childhood and youth for earning money and acquiring personal property on basis of current values for service rendered (and not simply on basis of gift or allowance) is of great importance. (A list should be made of wholesome ways in which children and youth might earn money in activities allied to play interests.)

9. Nature interests. (See Bureau of Educational Experiments Bulletins; Comstock; Greene; Hodge; Johnson, Constance; Kelly; Kern; also Miller.)

- (a) Interest in nature is allied to interest in such physical activities as hiking, camping, hunting, fishing, etc. It is important to continue so far as is practicable the ready contact of children with nature. Included in the activities of special importance are the following:
 - (1) Gardening.
 - (2) Nature collections.
 - (3) Pets.

E. Resulting permanent interests—Continued.

9. Nature interests—Continued.

- (b) An outline study should be made of ways and means for utilizing the nature interests in education.

10. Music interests.

Singing and instrumental music should early become fixed interests of children. Group singing and symphony orchestras, playing of musical instruments, orchestras, and bands provide opportunities for the expression of musical interests of great educational and social importance. In orchestras and bands is to be found opportunity for cooperative action comparable to that found in team games. The orchestra is one of the easiest types of social activity to start and maintain in the school, or social center. Organizing of bands in school buildings has been said by police authority to have been of greater influence in checking undesirable gang activities than any other agency. (See Dorrett; Tanner, pp. 339-372; also People's Music League of the People's Institute.)

11. Family interests.

- (a) Child nature flourishes best in the environment that only a home at its best can provide, a home with father, mother, brothers, and sisters. If the family has been an essential factor in human progress, the maintenance of its influence will depend on the degree to which it continues to meet those peculiar needs of the child which family environment alone can fully supply.
- (b) An adequate home alone can perpetuate an adequate family interest. It is essential that, commensurately with the increasing complexity of social life, the home become increasingly intelligent in regard to the child's needs and interests.
- (c) There is the economic problem also, but the enrichment of the family life, as such, is of prime importance. This can be done only when the predispositions of the members of the family find adequate expression in family relationships. It is this background of happy home experience that develops the genuine family interest and perpetuates it from generation to generation.

E. Resulting permanent interests—Continued.

11. Family interests—Continued.

- (d) An outline should be made of ways in which play and recreation may help to strengthen the family interests and increase the enjoyment of life in family relations.

12. Political interests.

- (a) The political interests of children and youth are manifested in their gangs, ball teams, and clubs. It is to be hoped that educators may find ways and means of utilizing the political interests in a progressive way that leads from the earlier expressions naturally and gradually into the interests and duties of citizenship. Much has been accomplished through various organizations of boys and girls, such as Boy Scouts, Girl Scouts, Camp Fire Girls, and others, and through self-government in playgrounds and schools.
- (b) Ways in which the political and legislative faculties of children and youth may be utilized in the development and rules in games, the conduct of play activities, and the management of play space and play activities should be observed and recorded. (See George; Fiske; also Cronson.)

13. Religious interests.

- (a) Creation and service, colored by the attitude of worship, are essentially religious. Whatever the source or character of the religious teaching, the springs of human nature, in favorable environment, become a "well of living water." Religious teachers no longer deny but call to their aid the native interests of children and youth, and find therein ready soil for their teachings.
- (b) The predispositions of children that might justify the saying, "of such are the kingdom of heaven" should be noted.
- (c) The predispositions of children that might be called "original" virtues should be mentioned.
- (d) The predispositions of children that might be regarded as tending to the religious attitude should be brought out.

E. Resulting permanent interests—Continued.

13. Religious interests—Continued.

- (e) An outline of the ways in which play and recreation might aid in moral and religious education should be made. (This should be related to outline under A. 3. c(4), also d.)

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OUTLINE 5. THE PLAY MOVEMENT.

- I. The present interest in the practical application of play to educational and social problems has resulted from a number of inter-related causes. These have contributed to the modern play movement, which is really modern only in the changing phases of a movement that is as old as the race. Among these should be mentioned the following:
 - A. The acceptance of a general theory of organic evolution.
 - B. A new appreciation of the place of play in the education of primitive races and ancient peoples.
 - C. The realization of the office of play in the development of literature, art, music, science, and social ideals.

- I. The present interest in the practical application of play, etc.--Con.
 - D. The kindergarten movement.
 - E. The child-study movement.
 - F. The development of boys' and girls' organizations.
 - G. The playground movement.
- II. In one sense, play is the most ancient and venerable of human interests.
 - A. Primitive peoples had a rich play life, and ancient nations held play in high esteem.
 - B. Before man was consciously directed by education of the young, play was the chief means of education, and often national systems of education were developed; play was still the basis of the curriculum, as was so notably the case at Athens. (See Davidson, Gardiner, McKenzie; also Hartwell.) (An outline should be made of the history of play in education.)
- III. In another sense, all fields of knowledge, science, art, and industry developed through play.
 - A. In the minutely differentiated processes of modern industry there has been, in a large measure, a departure from the former natural incentives to activity, and in a measure also an unwholesome and unnecessary differentiation of play and work.
 - B. Differentiation of play and work has naturally led to a confusion of play and recreation and overemphasized recreation.
- IV. Periods of great human advancement have been accompanied by a renaissance of play, while periods of retrogression have often been accompanied by a narrowing of play incentives in life's activities and overemphasis on recreation as a result from work. (See Fisher, p. 376.)
- V. Some phases of the new renaissance of play are as follows:
 - A. The kindergarten movement.
 - B. The acceptance in education of a biologic point of view.
 - C. The child study movement. (This should be briefly traced. See Gesell; also Waddle.)
 - D. The development of boys' and girls' clubs, Boy Scouts, Girl Scouts, Camp Fire Girls, and others.
 - E. The Young Men's Christian Association, the Young Women's Christian Association, and similar organizations in their later phases.
 - F. Summer camps for boys and girls.
 - G. The playground movements. (A brief outline should be made of the development and purposes of boys' and girls' organizations.)

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OUTLINE 6. ORGANIZATION AND ADMINISTRATION OF PLAY AND RECREATION.

The noncommercial organization and administration of play and recreation present the problem of utilizing existing agencies or creating new ones. Four different bodies, or combinations of these bodies, have been most commonly concerned with the organization and administration of play and recreation. The points of strength and of weakness of the various types of organization and administration appear on close study. The fact that the organization and administration of play is an educational necessity in every system of public education has an important bearing on the estimate of the

strength or weakness of a given type of organization and administration.

I. Play and recreation for general educational and social ends have been mainly organized and administered under the following public bodies:

- A. Board of education.
- B. Park board.
- C. Playground association, or other form of private organization.
- D. Recreation commission.

II. These agencies have developed mainly the following types of centers.

- A. Small detached playgrounds.
- B. Reorganized school playgrounds.
- C. Athletic fields.
- D. Large detached playgrounds, or recreation parks.
- E. Reorganized large parks.
- F. Recreation centers in school buildings.
- G. Vacation schools.
- H. Gardens.
- I. Roof playgrounds.
- J. Swimming pools, beach bath houses, and gymnasia.

III. The several types of organization and administration have characteristic elements of strength and weakness varying more or less with local conditions. Some of the characteristic elements of strength or weakness of the different types are as follows:

A. Board of education.

1. Strength.

- (a) Prestige.
- (b) Taxing power (at times).
- (c) Ready support of public.
- (d) Accessibility of parents and children.
- (e) Control of property.
- (f) Permanency of organization.
- (g) Commonly educated personnel.
- (h) Necessity of organizing and administering the play of pupils for educational purposes.

2. Weakness.

- (a) Conservatism.
- (b) Lack of appreciation of play.
- (c) Obsolete type of architecture.
- (d) Small yard space.

III. The several types of organization, etc.—Continued.

B. Park board.

1. Strength.

(a) Control of grounds.

(b) Existence is for recreational purposes.

2. Weakness.

(a) Lack of social and educational ideals (at times).

(b) Lack of experience in general social and educational problems.

(c) Centers often remote from the people.

(d) Necessity of duplicating or supplementing work of board of education.

C. Playground association.

1. Strength (if already in existence).

(a) General disinterestedness.

(b) Usually has confidence of the public.

(c) Genuine interest in play and recreation.

2. Weakness.

(a) Lack of taxing power.

(b) Inadequate funds.

(c) Not part of city government.

(d) Charitable aspect of the work.

(e) Necessity of duplicating or supplementing work of the board of education.

D. Recreation commission.

1. Strength.

(a) Special body for special purpose.

(b) Adapted to certain phases of the problem, as the commercial recreation problem.

2. Weakness.

(a) Generally, lack of taxing power; faces prejudice against new taxing bodies.

(b) Is a new body.

(c) Lack of collective experience in social and educational problems.

(d) Necessity of duplicating or supplementing work of board of education.

IV. Consideration of the relative merits of different types of administration involves, first, general consideration of the following questions:

IV. Consideration of the relative merits, etc.—Continued.

- A. Are playground, recreation center, and social center problems mainly problems of public convenience or problems of physical, mental, moral, and social education?
- B. Which body has the advantage as to properties already existing?
- C. Under which body can existing possibilities be utilized or new centers acquired and developed most economically?
- D. Under which body can the centers be most efficiently and economically administered?
- E. Under which body would there be the least likelihood of duplication of work and conflicting authorities?

V. Planks of good administration of play and recreation have been given as follows. (See Hammer.)

- A. Adequate funds.
- B. Competent leaders.
- C. Authority in proper hands in all lines of work.
- D. Complete control of property.
- E. Freedom from political party control.
- F. Proper coordination with other departments of the city.

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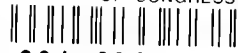
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¹ In addition to literature and bibliographies cited in outlines.

² Recommended as small working library where access to literature is limited.



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